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ABSTRACT

Questionnaires were developed to get demographic, administrative, and pedagogical information from both rural and urban districts. Replies were received from 89.9 percent of the superintendents or directors of education, 83 percent of the principals of schools with multigraded classrooms, and 80 percent of the teachers of multigraded classes. An exploratory study was designed to determine the nature and prevalence of multigraded classrooms across Canada. Literature on multigraded classrooms is reviewed in terms of the attitudes of parents, teachers, and administrators; student psychosocial development; and student cognitive development. "Multi-program Classrooms in Quebec" (Janine Hohl) discusses multigraded classrooms in Quebec's rural and urban settings as well as the history, advantages, disadvantages, optimum conditions, and questions related to multigraded classes. Next, study results are examined: (1) the demography of single and multigraded schools; (2) existing grade combinations and rationale for multigraded classrooms; (3) teacher responses regarding the grade combinations they teach, enrollment, ability groups, teaching experience, training in multigraded teaching, and curricula and instructional strategies used; (4) areas in which teachers need help; and (5) the effects of multigraded classrooms on student psychosocial and cognitive development. Finally, 14 conclusions related to demographic information, grade typology, and curricular material in multigraded classrooms are presented as well as 14 suggestions related to multigraded classroom pedagogy and 6 recommendations for meeting student and staff needs. Included are 14 tables. (CLA)